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CLASSROOM MANAGEMENT STRATEGIES TOWARDS IR 5.0 QUALITY STUDENTS MODEL

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ABSTRACT

This quantitative study examined the use of classroom management strategies and how these strategies contribute to the development of IR 5.0-quality students. Additionally, this study examined the moderating effect of the Surin Secondary Educational Service Area Office criteria on the relationship between classroom management strategies and IR 5.0 quality students. The statistical analysis procedures employed included one-sample t-tests, ANOVA, and regression analysis. Respondents for this study included 37 individuals, and a one-sample t-test was conducted to determine the level of demonstration for both classroom management strategies and the IR 5.0 quality student indicators. The mean scores reported for classroom management strategies were ($M = 3.73$, $SD = 0.87$), while for IR 5.0 quality students, the mean score was ($M = 4.08$, $SD = 0.79$). These low standard deviations indicate that respondents demonstrated a high level of consistency in their individual ratings for both classroom management strategies and IR 5.0 quality students. However, when conducting the inferential statistical analysis of these means, it was found that the data collected showed significant differences. There was no statistically significant difference between classroom management strategies and the study's test value ($p = .117$), indicating that while classroom management strategies were demonstrated to a great extent, they do not provide a statistically significant contribution to the development of IR 5.0-quality students. IN contrast, the mean score for IR 5.0 quality students was statistically significant ($p = .000$), indicating that student quality remains a valid and measurable area. The results of the one-way ANOVA indicate that the criteria of the Surin Secondary Educational Service Area Office did not have a moderating effect on either classroom management strategies ($p = .886$) or on IR 5.0 quality students ($p = .308$). The results of the regression analysis indicate there exists a weak correlation between classroom management strategies and the development of IR 5.0 quality students ($R^2 = .046$) and that classroom management strategies only account for 4.6% of the variance of the development of IR 5.0 quality students, therefore the regression model is not a statistically significant model of classroom management strategy importance in regards to the development of IR 5.0 quality students ($p = .205$). Therefore, the results of this study suggest that current classroom management strategies and institutional criteria do not adequately predict or improve upon the quality of IR 5.0 quality students. A revised conceptual model is suggested based on the results of this study, and it suggests that increased emphasis should be placed on reassessing and refining current classroom management strategies, as well as on improving alignment between institutional policy and competency requirements for the development of IR 5.0-quality students.

Keywords: Classroom management, strategies, secondary education, quality students, competency

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INTRODUCTION

At present, Thailand faces important changes at the global level. While considering threats and strengths to drive development forward, it is necessary to evaluate the situation to increase competitiveness at both the grassroots and national levels (Office of the National Economic and Social Development Board). 2012: 17-18).

The new generation has scientific ideas. For the 21st-century world, it has a serious impact on humanity. Educational institutions have changed in many ways. Many countries have introduced technology systems such as teaching online through Massive Open Online Courseware (MOOC) or applications that help teachers teach in a virtual classroom (Virtual Classroom), television so that children can continue their studies at home while educational institutions are closed.

In Thailand, the importance of education has always been given importance and providing education for learners in distant educational institutions, development potential and capacity of teachers to use technology and produce teaching media, develop students to have all-round skills, knowledge, abilities and competencies that are consistent with their needs under external pressure from globalization and future changes with things that cannot be predicted as well as pressure from economic and social development trends both inside and outside the country.

Linking the 20-year national strategic framework (2017 - 2036), it is expected that the country will be stable, prosperous, sustainable, and developed. According to economic philosophy, sufficiency leads to development and makes Thai people happy and responsive to achieving national interests.

To improve the quality of life, increase income, and promote happiness among Thai people. Education is a mechanism for developing, promoting, and instilling ideas in the citizens and youth of the nation, an important variable of performance and sustainability.

For educational development of the nation, it is expected to provide development of the quality of teachers and educational personnel to keep pace with progress changes, including instilling in students a sense of Thainess, considering the public interest, and adhering to democratic governance with the King as Head of State, especially effective teaching and learning management of teachers. It is necessary to use a variety of comprehensive techniques and methods that meet the needs of students and enable them to learn to their fullest, in knowledge, abilities, and truly desirable characteristics.

The National Education Act of 1999 and the additional amendments (No. 2) of 2002 stated: The purpose and principles of education in Section 6 are to develop Thai people to be complete human beings in body, mind, intellect, knowledge, and morality, have ethics and culture in life, able to live happily with others. The Ministry of Education has set goals for educational reform in the second round since 2009–2018, focusing on leading to concrete practices, namely, quality. It is about creating new quality in various areas, focusing on the development of human quality. Modern Thai people have the habit of eager to learn from early childhood, able to learn by themselves and seek knowledge continuously, communicate, think analytically, solve problems, creative, public spirit, disciplined, consider public interests, work as a group, have morals, ethics, values, conscience and pride in being Thai, keeping pace with the world, being a quality manpower with necessary basic skills and knowledge. able to work efficiently (Office of the Secretariat of the Education Council. 2008: 1- 4).

Teachers in the digital age must adjust their roles from the knowledge teller to facilitator of learning and giving advice to students. Teachers must create learning experiences to the students, arrange the learning environment to suit the context of each subject area, help and follow up. Learner development in an appropriate way is taking into account diversity and needs of different learners. Problems in the digital age are no longer limited to just four possible answers. Teachers need to create classrooms that are like a simulated world that allows students to practice various skills and abilities. As Wicharn Panich [1] mentioned about the role of teachers in the 21st century or teachers in the digital age, must act as a facilitator for student learning. Let students learn by doing. Practice solving problems from various situations. Teachers must know how to work as a team. Learn together with a group of friends. Work together to create a network of learning social groups. Also known as the Professional Learning Community (PLC) and developing new skills, including problem-solving skills, social skills and skills in using digital technology, (Titana Khaemmanee , 2014: 46) to support the development of student learning.

From the current state of learning management, it was found that the teachers had expertise, and ability in organizing different types of learning. Nonetheless, teachers lack knowledge, understanding of measurement and evaluation methods.(Office of the Secretariat of the Education Council. 2020: 45). They also lack skills in application digital technology for learning management, especially majority of older teachers still adheres to traditional teaching methods using teacher-centered lectures, not willing to adapt to change (Office of the Secretariat of the Education Council. 2020 : 34). Therefore, there is a need to work together to find a way for students to learn. by distance learning through many channels such as digital television channels, websites, DLTV, DEEP , etc.

Teachers are also encouraged to organize online teaching using programs such as Zoom, Google Meet, Microsoft Team, etc. This is an important reason why teachers must adapt and accelerate the development of skills necessary for learning management in the digital age, to be able to use the technology available in organizing learning according to various situations with full efficiency [2]

From this crisis, it reflects the management system that changes for long-term education management needs preparation for the education system that supports current and future situations with a comprehensive method. Together, with working between various fields, secondary schools of the Ministry of Education provide a new type of teaching. Through the online system or according to appropriateness of the study area and to drive forward policies, strategies, and measures that are relevant through the cooperation of all agencies in every sector. To achieve the objectives of the strategic plan in preparing a plan to sustain business within the organization it will be beneficial to educational institution administration, especially at the level of secondary education for planning, setting management policies according to the needs of educational institutions to their current potential in the present and in the future [3].

Although classroom management is important and affects the quality of students, many teachers have never received any training in classroom management or remediation, relying only on their own school experiences or guidance. From the report of the Office of the Secretariat of the Education Council (2009: 54) it was found that there is still no development of teacher competency in classroom management in educational institutions. It is clear and does not meet the needs of teachers as much as there should be. There is only a manual. Evaluate teacher competency at the Office of the Education Commission. It is an evaluation form for teachers in each learning group and to assess their performance . annually. The manual still lacks details on how to proceed in acquiring items. Overall, it was found that teacher development still lacked a system for efficient development (Office of the Education Council

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Secretariat 2009 : 54). In addition, the Office of the National Economic and Social Development Board (2012: 125-137) also found problems with classroom management as follows:

1 Administrative side. It was found that administrators did not create awareness among teachers of the importance of management. The classroom does not prioritize creating an atmosphere and environment conducive to teaching and learning.

2 On the teacher side, it was found that there are still a number of teachers who do not have awareness and do not give importance to classroom management, lack of knowledge, understanding, and ability in classroom management. It can be seen that the teacher is unable to control the class to organize teaching smoothly. Unable to manage or solve problems of students with inappropriate behavior able to wish. Teachers still have beliefs and practices that they used to treat students, such as scolding. and punish students. Teachers focus on teaching all content according to the curriculum. Teachers think that all problems are caused by students without considering themselves. Teachers are assigned responsibility for the work. many things, resulting in not much time for classroom management, and it was also found that teachers were misunderstanding about classroom management, such as: understanding that just by modifying student behavior, it is considered that the classroom has been managed, that Classroom management is the responsibility of teachers only, Classroom management is managed only in classes that are in the classroom building. Those who have studied teaching must be able to manage a classroom. Managing a classroom increases the burden on teachers; having taught for many years, they don't see the need to organize a complicated class.

Thus, the researcher is interested in studying Classroom management [4] strategies for quality learners in IR 5.0 in secondary schools under the Surin Secondary Educational Service Area Office because classroom management is a method for keeping the classroom in a state of readiness to carry out teaching and learning in an efficient manner order to be effective in the learning of the students since the classroom is a basic learning resource in various subjects, both theoretical and practical to keeping up with the changes in today's world society.

Statement of the Problem

This study is designed to determine if classroom management strategies at Surin Secondary Educational Service Area Office are geared towards the IR 5.0 quality student model.

Specifically, the study addresses the following salient questions:

1. To what significant extent are the profiles demonstrated as against or as expected as to:
    a. Classroom management strategies; and
    b. Quality students IR 5.0?
2. To what significant extent do Surin Secondary Educational Service Area Office Criteria for a quality student moderate:
    a. Classroom management strategies; and
    b. Quality students IR 5.0?
3. To what extent are the effects of classroom strategies on the quality of students' IR 5.0?
    a. Based on the findings, what Classroom Management Strategies towards the IR 5.0 Quality Students Model can be proposed?

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Scope and Delimitations

The scope of research is on classroom management strategies towards quality learners in the 5.0 era in secondary schools under the jurisdiction of the Surin Secondary Educational Service Area Office. The population includes schools under the office. Sample groups include school administrators and academic teachers in schools within the Surin Secondary Educational Service Area.

Review of Related Literature

Classroom management strategies that affect the quality of learners in IR 5.0 in secondary schools under the Surin Secondary Educational Service Area Office.

1. Concepts and theories about classroom management.
2. Concepts and theories regarding the quality of learners.
3. Concepts and theories about strategy.
4. Classroom management strategies

Concepts and theories about classroom management

Definition of classroom management**.** Educators have defined classroom management as follows.

Wannipa Wongsawat [5] stated that classroom management refers to the process of enhancing the learning atmosphere in the classroom. Study management. Teachers' teaching stimulates and inspires learning by controlling and supervising classes to facilitate and encourage cooperation in organizing classroom-teaching activities smoothly.

Suratchada Jungsuthiwong [6] said that classroom management refers to the process of enhancing the learning atmosphere in the classroom, organizing teaching and learning, and stimulating and motivating learning through the control and supervision of the classroom. It facilitates and encourages cooperation in organizing learning activities, creating a smooth classroom teaching environment that results in the required quality of students.

Colville-Hall [7] stated that classroom management is a teaching behavior in which teachers create and maintain learning conditions to help learning. Teaching is effective and efficient in the classroom, is considered a learning community. Quality classroom management is continuous, fostering motivation to learn, providing feedback, and managing student work. The efforts of effective teachers include taking proactive, responsible, and supportive steps.

Carla [8] stated that classroom management refers to methods that teachers use to make students actively participate in teaching and learning activities, reducing unwanted behavior which will lead to overall student success;

Gilpatrick [9] stated that classroom management means each teacher's responsibilities within the classroom include both the physical environment and interaction between teachers and students, rules, policies, and products and materials, emotional pleasure and other resources that are important in the classroom.

In conclusion, classroom management means the process of enhancing an environment conducive to learning, organizing active learning activities strengthening the condition, leaders for teachers, participation in classroom management as well as control and supervision. Classes encourage students to meet national standards.

From the above information, it can be concluded that classroom management refers to the process of enhancing an environment conducive to learning, organizing active learning activities, strengthening the condition, participation in classroom management as well as control and supervision. Classes to encourage learners to have quality according to national standards.

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The importance of classroom management. Educators have mentioned the importance of classroom management Ministry of Education, 2002:75-80):

1 Classroom is the physical dimension created by positive classroom management. The physical dimension is the first and most important factor: the physical environment that teachers and students will need. It is a preventive intervention that must be performed before starting work. There are limited things that teachers can change, such as the size of the building, classroom size, number of students or social groups, and students' family income, among others.

2 Things that can be seen and touched, such as room decorations and various items. There should be enough light so as not to cause eye strain. The room should not be very hot or very cold, and the sound volume level should be appropriate, including safety. The important thing is that both students and teachers must see and hear each other. No matter what kind of classroom, the condition must be conducive for learning.

3 Movement: the space must allow easy movement to avoid behavioral problems. Students of all ages want to have “symbols, Identity” (Symbolic Identification) in the class, something to show that they are involved. Invest in a class. Teachers can promote identification indicators by having students work in the classroom or near the classroom with students who are interested in their work.

Classroom management model. Educators described the classroom management model (Ministry of Education, 2002: 33-49) divided into management styles:

1 Behaviorist Model using adjustment theory in classroom management behavior. It is based on the belief that teachers can control everything that happens in the classroom using reinforcement methods. Teachers pay attention to what is happening inside the classroom, which results from the child's actions. Instead of searching for possible causes from home or the community, teachers will only look at the children's observed behavior. In the classroom, teachers will identify the behaviors they want the child to change and observe those behaviors. The teacher, knowing the children's behavior, plans steps to control it. The children will be told: be clear about the desired behavior and strictly follow it. When teachers and children know what behavior is desired, teachers will ignore inappropriate behavior and focus on appropriate behavior.

2 Psychological Model classroom management concepts is based on the idea that behavioral changes will occur. Only when teachers understand the causes of children's behavior can they understand what motivates it.

3 Group Management Model. The classroom is like a group sample. Only one group, where children interact socially and change according to the life situations of the students in the classroom.

Methinee Sriphet [10] stated that the classroom organization format that gives children's social interactions change according to the situations of the people in the classroom, depending on the effective organization of activities by teachers who must act as planners.

Activity preparation. Find techniques and methods for organizing various activities. Use appropriate media to help learners be happy, have fun, and be enthusiastic about learning. Wichai Manaphim [11] said that classroom management style is organizing the classroom to allow children to interact socially and adapt to the circumstances inside. The classroom depends on the effective organization of activities by the teacher, who must act and plan to prepare activities, find techniques and methods for organizing various activities, and use media appropriate to make learners happy, fun, and enthusiastic in learning and learning.

In addition, Nathorn Warapong Phiphat [12] said that there are three theoretical models of classroom management : behavioral models and methods. that teachers use to adjust student behavior through reinforcement methods and planning. As for the psychological model, it helps

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teachers understand student behavior by positively influencing attitudes and motivation. Students and teachers must make students aware of their feelings and the love teachers have for them. In addition, the group management format emphasizes student interaction and social interaction in the classroom. Teachers must be knowledgeable about classroom management and arrange classes to foster diversity and stimulate students. Become interested in learning and in teaching that leads to efficient learning for all students.

Concepts, theories about the quality of learners

The importance of student quality. Educators mentioned the importance of student quality (Department of Education & Training (Department of Education & Learning) of the State of Victoria, Australia. (Office of the Basic Education Commission. 2010 67) The "Quality School Model" is a guideline to drive the quality of professional teaching and learning for schools under the government. The importance of student quality is stated as prioritizing student learning and teachers' teaching and learning management, that is, ensuring students of quality and achieving the specified educational goals in a quality school.

Suraphon Pimson [13] explained to learners that it is the development of students to be balanced in terms of body, mind, and intellect. Knowledge, morality, and ethics are important to the overall development of the country and to the ability to compete with other countries in changing situations across economics, society, politics and government, science, technology, and communication.

In conclusion, the quality of learners is important. It is desirable for students to be good people, and able to live together with others happily.

Components of learner quality. Based on the synthesis of the aforementioned student quality components, the researcher has arranged the elements in order of frequency.

1 Desired characteristics of students are the characteristics that society needs in terms of morality and ethics, values, conscience, patriotism, and being conscious of being a Thai citizen and a citizen of the world. Live happily with others in society.

2 Knowledge and communication skills are the ability to continuously pursue knowledge and learning, as well as having communication skills and good use of information technology in communication.

3 Good health of students**,** that is, students have good physical health and good mental health, with weight, height, and fitness according to the specified criteria, know how to take care of themselves safely, and know and appreciate good things.

4 Thinking skills that students have: analytical thinking skills, critical thinking, creative thinking, systematic thinking, and are able to use thinking processes to solve problems and create works through the thought process.

5 Academic achievement**, that is, learners have the** knowledge and skills required according to the curriculum.

Concepts, theories about strategy

Definition of strategy. Schermerhorn [14] states that strategy means a master plan. An action plan is important for the organization to determine direction, carry out work to achieve goals, and gain a competitive advantage.

Wichet Ritbamrung (2010:6) stated that strategy refers to techniques, methods, and approaches. In the performance of work, better than before to be in line with the objectives or goals. Naowarat Nakphong [15] said that the strategy is to promote the good operating methods of the executives, which are expected to lead to various results that are consistent with the mission and goals of the organization, and the environment that influences the implementation of the program.

In addition, Phibun Thipaban and Thanawat Thipapal [16] referred to the format as a specific decision or action a manager takes to achieve an organization's goal.
In conclusion, strategy is a master plan or action plan for the organization to determine the direction of operations and achieve the goals it has set.
Elements of strategy. From the synthesis of strategic elements, the researcher arranged them in order: Operate according to strategy, which consists of vision, mission, goals, and strategic issues. Indicators and projects/activities, respectively, are as follows:

Vision
1 The meaning of vision is to set a picture of success in the future of the organization, according to the specified period. The direction of operations is as follows.
1.1 The importance of **vision** is to help organizational members know the direction in which they will operate with a clear destination.
1.2 Characteristics of vision include reflecting perspectives of the future, participation from members of the organization, specifying the results that the organization wants, and having clear procedures.

Mission
1 Mission means defining the mission, scope of work in an organization that demonstrates direction and belief that the vision will lead the organization to target success.
2 The importance of the mission helps the organization operate with direction in order of importance.
3 Nature of mission. It has the following characteristics: participation from people in the organization and stakeholders indicates the direction and scope, the organization's operations are clear and can be implemented in practice, and the organization's mission demonstrates the activities, projects, and plans of the organization.
Objectives. Objectives play an important role in determining the strategic plan, which should specify what will be done, how, when, and whether it should be measurable. Strategic issues help with planning, helping the management organization with direction, and enabling it to achieve goals completely. The strategy has the following characteristics: it has a clear direction, is practical, and involves participation from all sectors in formulating it.
Indicators. An indicator is an index that tracks an organization's progress and measures results, helping set goals for success. Indicators play an important role in setting objectives and various policies of the organization, which can be defined as quantities or numbers.
Important characteristics of good indicators. Must be able to measure results, direct, not complicated, easy to understand, and clearly reflect policy changes. It is cost-effective to prepare and can be used to describe situations that can be measured and comparable. In practice, it is not possible to define standardized indicators. It depends mainly on the purpose of use.
Projects/Activities. Project/Activity means projects and activities that the organization identifies in its strategic plan and then implements a pattern of activities designed to achieve set goals. Project/Activity is important in the strategic plan of educational institutions because operating according to plans/projects means success.
Projects/activities include Project name, Principles and reasons, Project objectives, Operational goals, Responsible agency or person, Implementation period, Operational methods, Budget, Methods for monitoring, controlling, and evaluating project performance.

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Theoretical Framework

The Theory of Reinforcement (Skinner, 1953) gained prominence as an approach to classroom management in the later 1980s and the 1990s. In the Skinner model, the teacher's direct student behavior to get desired outcomes and effective management [18]. Brophy [19] emphasized the importance of teachers serving as effective classroom managers who should focus on creating positive learning environments by preparing and teaching engaging lessons and supervising students.

From the late 1990s to the present, the focus of research on classroom management is more on the area of creating a positive environment through teacher-student collaboration in the classroom to solve the problems. Oliver & Reschly [20] supported the positive learning environment methods which produce and increase constructive interactions resulting in successful classroom environment. Martin, Yin, and Baldwin [21] developed the classroom management Style Inventory which measured teachers' styles to the classroom management in three broad dimensions such as instructional management, people management, and behavior management. The Choice Theory [22] has influenced classroom management by teachers creating environments and curricula that cultivate appropriate behavior through meeting learners' needs for belonging and the feeling of empowerment.

Froyen and Iverson [23] found that classroom management focuses on three major components such as Content Management, Conduct Management and Covenant Management. Hardman & Smith [24] argued that teachers should create by working towards positive learning environments by identifying conditions in the classroom and implement activities that promote desirable behaviour in the classroom. The actions taken by teachers to create a supportive and positive learning environment will facilitate the academic learning of the students and they may adhere to the rules prevalent leading to socialemotional learning [25]. McDonald [26] worked on the Positive Learning Framework and explained that a teacher by developing a systematic learning environment, students can engage in meaningful activities that support their learning in an orderly manner.

Banks [27] found that teachers who create positive classrooms pay close attention to even little details in the environment which stimulate the behaviour of students in the classroom. Egeberg, Mc Conney and Price [28] appropriately found that teachers' approach towards students vary according to their theoretical orientation. Therefore, Dr. Manoj Praveen G. and Anoop Thomas Alex classroom management includes actions by teacher to create, implement and maintain a positive learning environment [29].

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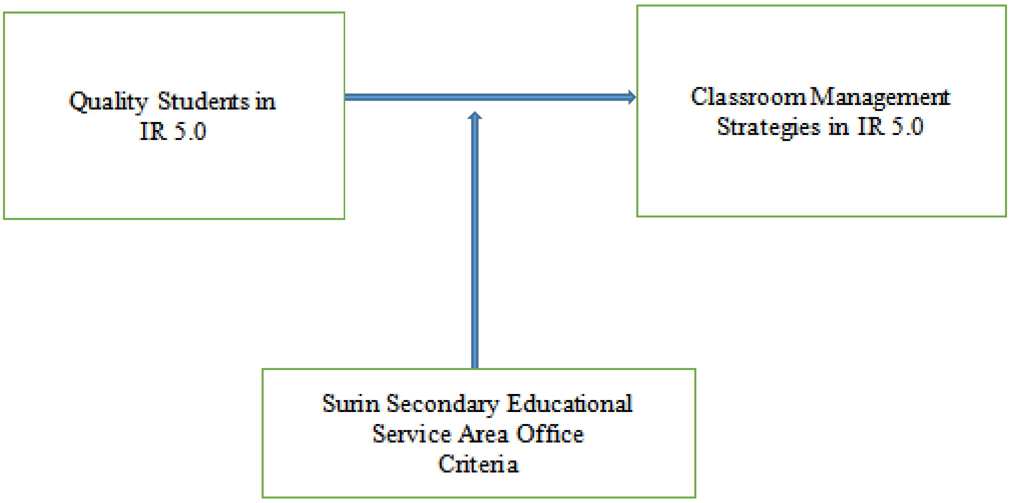
Conceptual Framework



Moderating variable. Surin Secondary Educational Service Area Office Criteria for a Quality Student serves as moderating variable to Classroom Management Strategies in IR 5.0 and Quality Students in IR 5.0 to determine if it has significant moderating effect.
Independent Variable. Classroom Management Strategies in IR 5.0 serves as the independent variable to determine its effect to Quality Students in IR 5.0.
Dependent Variable. Quality Students in IR 5.0 serves as the dependent variable to determine if the independent variable has a significant effect.

METHODOLOGY

Research Design

Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations.
Quantitative research is the opposite of qualitative research, which involves collecting and analyzing non-numerical data (e.g., text, video, or audio).
Quantitative research is widely used in the natural and social sciences: biology, chemistry, psychology, economics, sociology, marketing, etc.
On these premises, the researcher uses a quantitative research design.

Population and Sampling Technique

The respondents of this study are administrators from the various schools in the District.

Data Gathering Procedure

The researcher administered the questionnaire personally to the respondents to insure complete enumeration and 100% return.

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Data Analysis

Statistical analysis, or statistics, involves collecting, organizing and analyzing data based on established principles to identify patterns and trends. It is a broad discipline with applications in academia, business, the social sciences, genetics, population studies, engineering and several other fields. Statistical analysis has several functions. You can use it to make predictions, perform simulations, create models, reduce risk and identify trends.

Thanks to improving technology, many organizations now have vast amounts of data on every aspect of their operations and markets. To make sense of this data, businesses rely on statistical analysis techniques to organize their data and turn this information into tools for making precise decisions and long-term forecasts. Statistical analysis allows owners of data to perform business intelligence functions that solidify their competitive advantage, improve efficiency and optimize resources for maximum returns on investments.

Descriptive statistics. Descriptive statistics is the simplest form of statistical analysis, using numbers to describe the qualities of a data set. It helps reduce large data sets into simple and more compact forms for easy interpretation. You can use descriptive statistics to summarize the data from a sample or represent a whole sample in a research population. Descriptive statistics uses data visualization tools such as tables, graphs and charts to make analysis and interpretation easier. However, descriptive statistics is not suitable for making conclusions. It can only represent data so you can apply more sophisticated statistical analysis tools to draw inferences.

Descriptive statistics can use measures of central tendency, which uses a single value to describe a group. Mean, median and mode are used to get the central value for a given data set. For example, you can use descriptive statistical analysis to find the average age of drivers with a ticket in a municipality. Descriptive statistics can also find the measure of spread. For example, you can find the age range of drivers with a DUI and at-fault car accidents in a state. Techniques used to find a measure of spread include range, variation and standard deviation.

Inferential statistical analysis. Inferential statistical analysis is used to make inferences or draw conclusions about a larger population-based on findings from a sample group within it. It can help researchers find distinctions among groups present within a sample. Inferential statistics are also used to validate generalizations made about a population from a sample due to its ability to account for errors in conclusions made about a segment of a larger group.

To perform inferential statistical analysis, researchers estimate the parameters of the population from the sample. They can also perform a test of statistical hypothesis to arrive at a confidence interval that validates or disproves the generalizations made from the sample.

This study uses descriptive and inferential statistics.

Limitations and Ethical Considerations

Ethics are ideas about what is morally right or wrong. There is no universal consensus on exactly where the line falls between ethical and unethical behavior, everyone is different after all. But there are some areas where ethical best practices are well established, especially when it comes to organizations who are dealing with the general public or with their own employees. Like any other facet of organizational behavior, survey programs and research projects come with their own ethical questions and best practices.

Learn how to design the most effective survey questions with our free guide

There are some specific ethical considerations in questionnaire research.

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Confidentiality. Confidentiality is important. If a researcher promises confidentiality and then fails to keep information provided by participants, especially personal data, safely stored and handled, they've breached a participant's trust.

Informed consent. Failing to get informed consent means a participant might agree to take a survey without a full understanding of what it's for or what will happen to the answers they provide.

Anonymity. While a researcher may have the best of intentions, if they fail to correctly segregate personally identifiable information from survey answers, or worse still, store that information in a way that leaves it accessible to prying eyes, they have acted unethically.

Persuasion and pressure. There are ethical concerns in research if participants feel unduly pressured, cajoled or coerced into taking part in a survey.

RESULTS AND DISCUSSION

1 **To what significant extent are the profiles demonstrated as to:**
  1.1 Classroom management strategies; and
  1.2 **Quality students IR 5.0**?

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
CLASS1	37	3.7297	.87078	.14316
IR QUALITY	37	4.0811	.79507	.13071

From the one-sample statistics above shows that the computed standards deviations are all less than 1.00 providing and insight that the respondents have one accord in their rating of the indicators.

The computed means are all greater than 3.50 which indicate that the indicators are all demonstrated to a high extent.

One-Sample Test

	Test Value = 3.5					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
CLASS1	1.605	36	.117	.22973	-.0606	.5201
IR QUALITY	4.446	36	.000	.58108	.3160	.8462

The one-sample test table above shows the test of significance mean difference of the indicators from the weighted mean. The test of significance not significant (sig=.117) for Classroom management strategies, thus, this indicator is not demonstrated significantly. On the other hand, Quality students IR 5.0, the test of significance is highly significantly demonstrated (sig=.000). In summary, only Quality students IR 5.0, is considered as a significant factor.

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2 To what significant extent do Surin Secondary Educational Service Area Office Criteria for a quality student moderate:
   a. Classroom management strategies; and
   b. **Quality students IR 5.0**?

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
CLASS21	Between Groups	.125	2	.063	.121	.886
	Within Groups	17.604	34	.518		
	Total	17.730	36			
IR QUALITY22	Between Groups	1.255	2	.627	1.219	.308
	Within Groups	17.502	34	.515		
	Total	18.757	36			

The ANOVA table above provides the results of the extent to which Surin Secondary Educational Service Area Office Criteria moderate quality student criteria.
The above ANOVA table shows that Surin Secondary Educational Service Area Office Criteria moderate quality student criteria does not affect significantly Classroom management strategies (sig=.886) and Quality students IR 5.0 (sig-.308).
In such case, Surin Secondary Educational Service Area Office Criteria has no significant influence to quality student in terms of Classroom management strategies (sig=.886) and Quality students IR 5.0 (sig-.308).

3 To what extent are the effects of classroom strategies to quality students IR 5.0?

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.213[a]	.046	.018	.69534

a. Predictors: (Constant), IRQUALITY22

The Model summary table above provides the extent significant variables are included in the regression analysis. The R-square=.046 shows that only 4.6% of relevant variables are included in the analysis.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.808	1	.808	1.670	.205[b]
	Residual	16.922	35	.483		
	Total	17.730	36			

a. Dependent Variable: CLASS21
b. Predictors: (Constant), IRQUALITY22

The ANOVA table above provides the test of significance of the derived regression equation. The F-test of significance is not significant (sig=.205), hence, the derived regression equation is not a valid too for prediction.

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Coefficients[a]

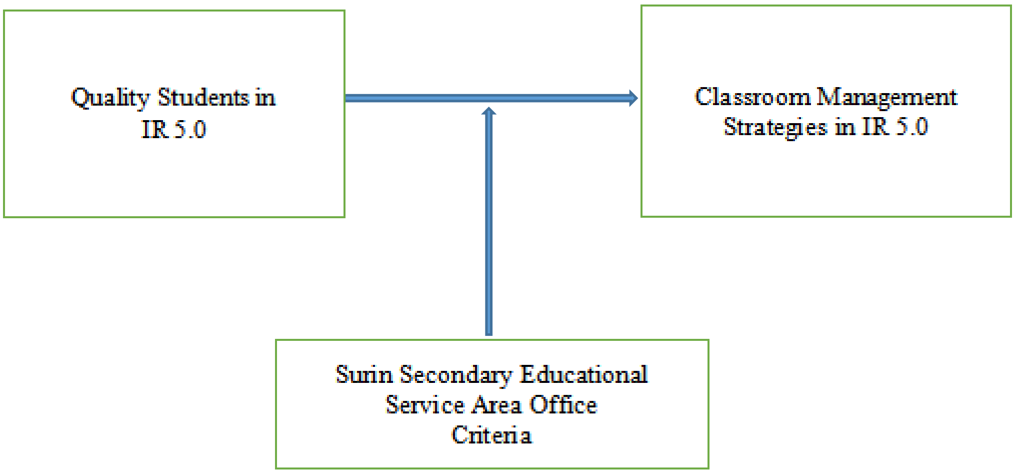
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	2.856	.665		4.294	.000
	IR QUALITY22	.207	.161	.213	1.292	.205

a. Dependent Variable: CLASS21

From the Coefficients table above presents the test of significance of the predictor variable Classsroom management strategies is not significant to quality students IR 5.0.
In effect, there are strategies that were identified to affect student quality.

4 Based on the findings, what Classroom Management Strategies towards IR 5.0 Quality Students Model can be proposed?

Revisiting the initial conceptual framework, the following framework can be proposed.



Derived Conceptual Framework

From the findings, Classroom strategies are to be revisited and determine what strategies are not effective to develop student quality. Likewise, there are policies from the Office that do not contribute to student quality.

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